1. Record Nr.	UNINA9910136131803321
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Titolo	Children's creative music-making with reflexive interactive technology : adventures in improvising and composing / / Victoria Rowe, Angeliki Triantafyllaki and Francois Pachet
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 2017
ISBN	1-315-67995-7
	1-317-39573-5
	1-317-39572-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (275 pages) : illustrations (some color), photographs
Collana	Routledge Research in Education ; ; 178
Altri autori (Persone)	PachetFrancois
	TriantafyllakiAngeliki
Disciplina	372.87/40285
	372.8740285
Soggetti	Music - Instruction and study - Computer programs
	Education, Elementary - Computer programs
	Composition (Music) - Instruction and study
	Improvisation (Music) - Instruction and study
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Young children learning through music technology / Victoria Rowe -- 2. Musical creativity and technology : pedagogical considerations / Angeliki Triantafyllaki -- Vignette 1. Muisc technology workshop using audicity / Theodoris Koraks -- 3. Interacting with style : the MIROR software and its learning theories / Francois Pachet -- Vignette 2. Playing a style-recognition game with MIROR / Victoria Rowe -- Vignette 3. Using MIROR-COMP in a computer laboratory setting with year 3 pupils at a primary school in Birmingham, UK / Nancy Evans and Jonathan Savage -- 4. Improvisation : a gateway to creating thinking / Victoria Rowe and Angeliki Triantafyllaki -- Vignette 4. Developing autonomy in composition / Victoria Rowe -- 5. Creating musical sounds, creating musical selves : supporting the development of children's agency and musicl identity / Victoria Rowe -- Vignette 5. Composing with a purpose : music for movement / Sarah Moody and Victoria Rowe -- 6. Developing a language for creative music-making /

Angeliki Triantafyllaki -- Vignette 6. What did I see in the. MIROR? / Lilly Kotsira -- Vignette 7. Communicating in and about music / Pernilla Lagerlof and Cecilia Wallerstedt -- Vignette 8. Composing with MIROR-COMPO / Nancy Evans -- Conclusion : supporting children's musicl creativity development / Angeliki Triantafyllaki and Victoria Rowe.

Sommario/riassunto	Children's Creative Music-Making with Reflexive Interactive Technology discusses pioneering experiments conducted with young children using a new generation of music software for improvising and composing. Using artificial intelligence techniques, this software captures the children's musical style and interactively reflects it in its responses. The book describes the potential of these applications to enhance children's agency and musical identity by reflecting players' musical inputs, storing and creating variations on them. Set in the broader context of current music education research, it addresses the benefits and challenges of incorporating music technologies in primary and pre-school education. It is comprised of six main chapters, which cover the creation of children's own music and their musical selves, critical thinking skills and learner agency, musical language development, and emotional intent during creative music-making. The authors provide a range of straight-forward techniques and strategies, which challenge conceptions of 'difficult-to-use music technologies' in formal music education. These are supported by an informative collection of practitioner vignettes written by teachers who have used the software in their classrooms. Not only are the teachers' voices heard here, but also those of children as they discover some of the creative possibilities of music making. The book also provides free access to a companion website with teacher forums and a large bank of activities to explore. A toolkit serves as a database of the teaching activities in which MIROR applications have been used and provides a set of useful ideas regarding its future use in a variety of settings. This book demonstrates that music applications based on artificial intelligence techniques can make an important contribution to music education within primary and pre-school education. It will be of key interest to academics, researchers and postgraduate students in the fields of music education, music technology, early years and primary education, teaching and learning, and teacher educators. It will also serve as an important point of reference for Early Years and Primary practitioners.